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# **PSYCHOLOGY OF PERSONAL EFFECTIVENESS**

*Course of lectures*

*Vitebsk  
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The course of lectures “Psychology of Personal Effectiveness” consists of lectures, questions and tasks for independent work and control on each topic. In a generalized form, the theoretical provisions of the development of the design of psychological research are presented. Addressed to undergraduates of specialty “Psychology”.

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# INTRODUCTION

The topic of personal effectiveness is currently being studied mostly from a practical point of view, since in all spheres of activity in modern society, high results are extremely important, which are the basis of life and professional success.

**Goals and objectives of the academic discipline:** formation and consolidation of skills and abilities of organizing one's own activities and self-education with an emphasis on the tools of self-efficacy of the individual, the study of positive experience in the use of emotional intelligence in the organization, the ability to overcome stressful situations.

**The tasks of learning the discipline:**

- the study of the phenomena of self-organization in order to understand their importance at the present stage of human development;
- getting an idea of the essence of self-organization of the individual, the formation of practical skills of goal-setting, planning, prioritization, diagnosis of stress levels and stress management.
- obtaining knowledge and developing stress management skills and tools;
- the study of forms, methods, and technologies of self-organization for effective planning, implementation, and control of one's own activities;
- the study of tools for self-assessment of personality;
- to promote self-awareness, the development of skills and abilities that contribute to personal growth.

**The place of academic discipline in the specialist training system.** The academic discipline "Psychology of personal effectiveness" is one of the disciplines that make up the component of higher education institutions, and is intended for implementation at the second stage of higher education to train specialists in the field of psychology.

### 3. Requirements for mastering the academic discipline

The development of an academic discipline should ensure the formation of the following competencies:

UC-5. Provide communication, demonstrate leadership skills, be capable of team building and developing strategic goals and objectives.

*information and communication competencies:*

- possess the methodology of searching for new things (information, ideas, etc.), the methodology of analyzing and adapting knowledge to their professional needs,
- be able to transform information into special knowledge,
- form the information culture of students.

*project competencies:*

- consciously and independently plan professional activities,
- o build a professional career in a meaningful way,
- to find optimal solutions of an innovative nature,
- be able to turn your ideas into an innovative project and implement it,
- systematically improve the educational process,
- to form students' ability to build their own educational trajectory.

As a result of studying the academic discipline, the student must:

**To know:**

- basic forms of personal time accounting;
- project and process approach in business planning;
- rules for setting an achievable goal, making a list of your own goals;
- basic technologies that allow solving the tasks of personal self-development;
- methods of self-assessment, self-control and self-development using health-saving approaches;

- fundamentals of stress theory;
- methods of occupational stress management.

***be able to:***

- use diagnostic methods to determine personal potential, analyze self-esteem;
- to form an individual classification of goals;
- plan and make a temporary perspective of your future, set goals for professional and personal development;
- use basic time planning tools;
- apply stress management methods in practice.

***to own:***

- skills in formulating prospects for their own development, personal growth. expressions of the essence of your personality;
- skills of self-knowledge, self-development and self-improvement;
- skills of forming a temporary perspective of the future: personal goals, professional activity plans;
- tools for clarifying and harmonizing goals;
- methods of decision-making and prioritization;
- skills to identify sources of stress.

Thus, mastering this course will allow its students to move to a new stage of development in all spheres of life and harmonize their lives based on world experience and applied psychological knowledge.

# TOPIC 1. THE CONCEPT OF PERSONAL EFFECTIVENESS IN PSYCHOLOGICAL SCIENCE

## Lecture 1. The concept of personal effectiveness in psychological science

### *Lecture plan*

1. The concept of personal effectiveness, performance criteria
2. Personal growth as actualization of human potential

Basic concepts: personal effectiveness, Personal growth, actualization, human potential, self-realization

### **1. The concept of personal effectiveness, performance criteria**

*Personal effectiveness is a person's ability to achieve goals, realize their potential and bring their plans to life.*

From the point of view of psychology, personal effectiveness is determined by a number of qualities and characteristics of a person. These include:

#### *1. Motivation.*

The higher the motivation to achieve a goal, the more effort a person is willing to make to achieve it. Internal motivation based on interest and awareness of the importance of the task provides higher efficiency compared to external motivation (for example, reward motivation or avoiding punishment).

#### *2. Determination and perseverance.*

An effective person is distinguished by clarity and clarity of goals. He does not "disperse", but concentrates on priority tasks, while showing perseverance and not retreating before difficulties.

#### *3. Self-organization and self-discipline.*

The ability to plan, clearly follow plans, rationally allocate resources (time, energy, material) – all this distinguishes an effective person. A high level of self-organization allows you to maximize your personal potential.

#### *4. Stress resistance.*

An effective person retains productivity even in difficult conditions, under stress pressure. He has stress management skills and is able to mobilize resources at critical moments.

#### *5. Flexibility and creativity.*

A successful person is able to quickly adapt to changing conditions, show a creative and non-standard approach to solving complex tasks and problems. This makes it possible to increase efficiency in situations of uncertainty.

Thus, personal effectiveness depends on both **stable psychological characteristics** (motivation, purposefulness) and **flexible self-regulation skills** that can and should be developed. This is the key to increasing personal productivity and optimizing activities.

### **2. Personal growth as actualization of human potential.**

Personal development is also known as self-development or personal growth. It involves the growth and enhancement of all aspects of the person, the feelings the person has about himself or herself, and their effectiveness in living. It includes the development of positive life skills and the development of a realistic and healthy self-esteem.

Personal development involves mental, physical, social, emotional, and spiritual growth that allows a person to live a productive and satisfying life within the customs and regulations of their society. This is achieved through the development of life skills.

Self-growth, sometimes referred to as “personal growth” or “personal development,” is a process of developing new skills, attitudes, actions, or reactions that can have a positive impact on your life and increase your overall well-being. These life skills, skills necessary for successfully living a productive and satisfying life, generally fall into one of several categories: feeling about self, intimacy, family, friends, community, job, leisure, and spirituality. They include being able to recognize and describe one's feelings, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem-solving strategies.

*The various conceptual models within traditional humanistic psychology share a central tenet:* the fundamental value of the actualization of human potential. Both **Abraham Maslow and Carl Rogers** (Maslow, 1968; Rogers, 1961) developed optimistic theories that underscore the capacities, opportunities, and innate trajectory of human beings toward personal growth and psychological well-being.

As an individualistic concept and process, A. Maslow placed an individual's fulfillment of growth needs, or self-actualization, at the top of his five-level “hierarchy of needs” pyramid.

**Maslow's hierarchy of needs** stands as a cornerstone theory that elucidates the progression of human motivation. At a basic level, this theory posits that human beings have a set of needs that are arranged in a hierarchy, symbolically represented by a pyramid.

The foundational layer of the pyramid addresses our most fundamental physiological requirements—these are the basic human needs like food, water, and sleep. It is at this proximate level where the self-protective goal is paramount, aligning with evolutionary psychology that recognizes the urgency of survival and reproductive goals.

As one ascends the hierarchy needs of Maslow, each tier represents a developmental level with corresponding needs. Following the satisfaction of basic necessities, safety needs emerge, followed by social motives—our intrinsic desire for belonging and affection. Esteem needs, the penultimate tier, speak to our need for recognition and self-respect.

At the pinnacle lies self-actualization needs, which is the drive to realize one's fullest potential, a concept that Maslow later expanded with a sixth level to encompass transcendent experiences.

This hierarchical approach provides a framework for understanding the myriad of factors that motivate behavior, casting hierarchy in light of both personal growth and the broader spectrum of evolutionary approach. In subsequent sections of this article, we will delve into the historical context and the multifaceted implications of Maslow's hierarchy of motives, exploring how they resonate within educational settings and beyond.

The pyramid of need Maslow created is less about climbing to the top and more about the journey of becoming.

The three key takeaways from this introduction are:

The hierarchy needs by Maslow is a foundational theory in psychology that categorizes human needs into a progressive framework.

It starts from basic physiological needs and moves through safety, belonging, esteem, to the self-actualisation needs at the top, with a potential sixth level for transcendence.

This theory is integral for educators and students in understanding human motivation and behavior from both a developmental and an evolutionary perspective.

### ***Physiological Needs***

Physiological needs are the basic requirements for survival and maintenance of the human body. According to Maslow's hierarchy of needs, physiological needs form the

foundation of the hierarchy, indicating their crucial significance in fulfilling higher-level needs. These needs must be met before an individual can progress to fulfilling emotional, social, or self-actualization needs.

The essential elements that constitute physiological needs include shelter, water, food, warmth, rest, and health. Shelter provides protection against the elements and ensures a safe environment. Water and food are necessary for sustenance and replenishment of nutrients, enabling the body to function properly. Adequate warmth is required for optimal body temperature regulation. Sufficient rest allows for rejuvenation and recovery, promoting overall well-being. Lastly, good health ensures the body's ability to meet other needs and pursue higher-level goals.

Without the fulfillment of physiological needs, an individual's attention becomes fixated on obtaining these basic necessities, hindering personal growth and development. Hence, satisfying physiological needs is crucial for achieving higher levels of self-actualization and fulfillment. Maslow's hierarchy of needs emphasizes that until these fundamental requirements are met, individuals are unlikely to focus on building relationships, pursuing self-esteem, or experiencing personal growth.

### ***Safety and Security Needs***

In Maslow's hierarchy of needs, safety and security needs are placed at the second level, just above physiological needs. They are essential for individuals to feel a sense of order, predictability, and control in their lives.

Safety needs include the basic elements required for physical and emotional well-being. For example, living or working in a safe environment is crucial as it provides individuals with a sense of security and protection. This can involve having sturdy locks on doors and windows, a reliable alarm system, or living in a neighborhood with low crime rates. By ensuring the physical safety of their surroundings, individuals can focus on other aspects of their lives without constant worry or fear.

Having a stable source of income is another example of a safety need. Economic stability provides individuals with a sense of predictability and control over their financial situation. It allows them to meet their basic needs, access healthcare, and have a certain level of comfort and security. Without stable income, individuals may feel anxious, vulnerable, and unable to meet their needs, which can lead to stress and a lower quality of life.

Feeling protected from crime or abuse is also an important safety need. This includes physical safety as well as emotional security. Knowing that one is safe from violence, harassment, and exploitation allows individuals to feel a sense of control over their personal boundaries and well-being.

Safety and security needs are crucial in Maslow's hierarchy as they provide individuals with order, predictability, and control. Examples of safety needs include living or working in a safe environment, having a stable source of income, and feeling protected from crime or abuse. Fulfilling these needs ensures that individuals can focus on higher levels of self-actualization and personal growth.

### ***Love and Belongingness Needs***

Love and belongingness needs are fundamental aspects of human well-being. These needs refer to the innate desire to be connected with others, to have meaningful relationships, and to be a part of a social group. When these needs are met, individuals experience a sense of belonging, acceptance, and love, which significantly contributes to their overall well-being.

Having social connections and a sense of belonging has a profound impact on mental health. It provides emotional support, reduces feelings of loneliness and isolation, and enhances self-esteem and self-worth. Strong social connections have been linked to higher levels of happiness, life satisfaction, and overall psychological well-being. On the other hand,



when these belongingness needs are unmet, individuals are at risk of experiencing negative consequences.

The negative consequences of unmet belonging needs can be severe. Loneliness and social isolation have been associated with a variety of detrimental effects on mental and physical health. These include increased risk of depression, anxiety, sleep disturbances, cardiovascular diseases, and cognitive decline. Studies have shown that individuals lacking social connections have higher mortality rates and poorer physical health outcomes compared to those with strong social support systems.

Research has highlighted the link between love and belonging needs and physical health. Studies have observed that individuals with higher levels of social support tend to have better cardiovascular health, stronger immune function, and faster recovery from illnesses. Additionally, having loving and supportive relationships has been found to reduce the risk of developing chronic diseases such as hypertension, diabetes, and obesity.

Social connections and a sense of belonging have a significant impact on mental health, and unmet belonging needs can lead to serious negative consequences. Research consistently demonstrates the importance of love and belongingness needs on physical health, emphasizing the need for nurturing and maintaining meaningful relationships and social connections to enhance overall well-being.

### ***Esteem Needs***

Esteem needs, as explained in the Background Information, are a fundamental aspect of Abraham Maslow's hierarchy of needs. Esteem needs refer to the desire for a sense of self-worth and the need for the acknowledgment, respect, and recognition of others.

Within esteem needs, there are two subcategories: self-esteem and respect. Self-esteem is the internal evaluation and perception of one's own worth and value. It relates to a person's sense of competency, dignity, and independence. When individuals have good self-esteem, they have a positive self-image and feel confident in their abilities.

Respect, on the other hand, is the external evaluation and recognition of an individual's worth and value by others. This aspect of esteem needs encompasses the desire for acknowledgment, acceptance, and appreciation from others. It involves being valued for one's contributions, achievements, and unique qualities.

Several factors contribute to the development of good self-esteem. These include positive experiences, relationships, and accomplishments that build confidence and a sense of self-worth. A supportive environment, encouragement, and validation from others also play a crucial role in fostering healthy self-esteem.

Different aspects of esteem can be gained from others, such as status and prestige. These aspects refer to the recognition and respect received from others based on one's achievements, positions, or societal roles. The fulfillment of esteem needs is essential for individuals to feel valued, confident, and respected within themselves and by others.

### ***Self-Actualization Need***

Self-actualization is a significant component in Abraham Maslow's hierarchy of needs, which outlines the human drive for personal growth and fulfillment. Positioned at the peak of his pyramid, self-actualization represents the highest level of motivation and reflects an individual's aspiration to realize their fullest potential.

The concept of self-actualization centers around the idea that individuals have an innate desire to become the best versions of themselves. This need is characterized by the pursuit of personal growth, self-discovery, and the active exploration of one's talents, interests, and values. Unlike the lower needs in Maslow's hierarchy, such as physiological or safety needs, self-actualization is more abstract and subjective.

Self-actualization differs for each person because it is dependent on their unique set of experiences, skills, and aspirations. For one individual, self-actualization may

involve pursuing a career that aligns with their passion, whereas for another, it may be about creating meaningful relationships or engaging in artistic expression. What constitutes self-actualization varies greatly from person to person, highlighting the importance of individual differences.

The manifestation of self-actualization can be observed through various behaviors and characteristics. It can be seen when individuals display creativity, authenticity, resilience, and a strong sense of purpose. For example, a person who always aspires to learn new things, challenges themselves, and constantly seeks personal growth, can be said to be self-actualizing.

However, self-actualization is a rare state according to Maslow. He believed that only a small percentage of individuals truly reach this level of development, as many people become preoccupied with fulfilling their lower-order needs and are hindered by societal expectations and limitations.

Psychologist Carl Rogers' (1961) theory of growth potential further suggests consistent incorporation of the "real self" to cultivate a fully functioning person. **Carl Rogers**, known as one of the pioneers of humanistic psychology and person-centered psychotherapy, recorded extensive observations of the growth processes his clients underwent during their psychotherapy sessions. Based on these observations, Rogers described an overarching personal growth process, which he called the "organismic valuing process". Rogers noted that every person can achieve his/her goals, wishes, and desires in life through self-actualization in becoming all that one can be. His discussion *On Becoming a Person* (1961), describes four criteria through which one becomes a person:

- 1) being open to one's own experiences as well as those of others,
- 2) trust in one's organism,
- 3) having an internal locus of evaluation, and
- 4) willingness to be a process.

Rogers' emphasis on personal growth and self-exploration encourages individuals to pursue continuous self-improvement and self-discovery. He believed that the journey towards self-actualization is ongoing and that individuals should embrace opportunities for learning and growth throughout their lives. This perspective fosters a lifelong commitment to personal development and resilience. By valuing and seeking out personal growth, we can navigate life's challenges with greater adaptability and purpose, reflecting one of the enduring lessons from Rogers' legacy.

**Adlerian theory** is a holistic approach to psychology that emphasizes the importance of overcoming feelings of inferiority and gaining a sense of belonging in order to achieve success and happiness. This theory also focuses on the importance of social interactions and community involvement in order to promote individual growth.

Adler envisioned a psychology of growth, where people could strive to overcome difficulties and actually change their lives. Even though Alfred Adler inspired others (e.g., Ellis, Beck, Maslow, & Rogers) to incorporate his ideas into their emerging theories, the Adlerian approach itself has remained a comprehensive model of psychotherapy, one not well-known although the component parts seem to be everywhere. Adlerian therapy is positive, humanistic, and integrative that can be adapted for the specific needs of the individual. One of the key concepts of Adlerian theory is that human behavior is goal-oriented. People who are experiencing problems work with a therapist to gain insights into their problems and behaviors. Once they have developed a deeper understanding of themselves, people can then work on learning new skills and behaviors that will help them overcome these problems. Adlerian theory emphasizes techniques that promote growth and resilience. *Some techniques that are used in this type of therapy include:*

**Providing encouragement:** Therapists show that they care for clients by listening and showing empathy. This also involves helping people learn how to recognize their own strengths and gain confidence in their ability to succeed.

**Creating expectations:** Therapists may ask people to consider how they would act if they were already the person that they strive to be. This allows the client to visualize success, overcome resistance to change, and establish the expectation that the individual will succeed.

**Examining the purpose for behavior:** As people explore their behaviors, a therapist might ask the client to reflect on the purpose of these behaviors. Often, understanding the purpose that some of these maladaptive behaviors serve can help people develop healthier coping strategies.

**Examining memories:** Looking at past moments can serve as a way to gain insight into past patterns of behavior that might contribute to current problems. After exploring several memories, therapists can look for certain themes that may emerge.

This approach helps individuals develop a sense of belonging, overcome feelings of inferiority, and strive for personal growth and fulfillment. Adlerian theory suggests that people are always trying to satisfy certain desires and reach specific goals. How those goals are reached can vary greatly from person to person depending on their personalities and environments.

#### **Questions and tasks for independent work**

1. What is personal effectiveness? What are its criteria?
2. What is the human potential? What are its components?

To consolidate the material, make a comparative table "Personal growth in various psychological concepts".

## **Lecture 2. Psychological barriers to professional personal development**

### ***Lecture plan***

1. *Personal and professional growth*
2. *Psychological barriers to professional personal development*

Basic concepts: Personal and professional growth, personal development, Psychological barriers

### **1. A person's professional activity sets the direction for the development of his Personality.**

Self-development involves constant work on oneself. It affects all spheres of human life: career, love, friendship, hobbies, etc. Without striving for self-improvement, personal growth, successful professional activity is impossible. In turn, personal growth is the pursuit of an ideal, the desire to become better, to strengthen one's self-esteem. In fact, this is a component of success in any business. This is a work that must be done by a person on himself.

Personal growth is necessary for professional success, it gives you the opportunity to achieve your goals and make your dreams come true. The gradual personal growth of a young specialist, of course, entails a change in the content of his professional activity.

The study of the problem of professional self-development in psychology is presented by works on professional formation, psychology of professionalism, and professional suitability. The initial thesis of most domestic studies is the idea of determining the

development of personality by activity, and therefore a person is studied from the standpoint of his compliance with the profession and successful activity in it.

Analyzing research in this area, we find that professional self-development is a purposeful process of improving professionalism, determined by the person himself. Personality development takes place in the process of successfully mastering professional activities that are significant for the subject. Becoming a professional is possible only as a result of the unity of development, both professionalism and personal development. The study of a person during his life path shows that education and the manifestation of the qualities of an active subject of activity in him last as long as this activity continues. At the same time, only meaningful activities can become the basis for self-development.

## **2. Types of psychological barriers to professional development**

A barrier is a psychological phenomenon (presented in the form of sensations, experiences, images, concepts, etc.), which reflects the properties of an object to limit the manifestations of human activity, to hinder the satisfaction of its needs.

*Types of psychological barriers to professional development:*

- crises of professional personality development;
- professional destructions;
- deterioration of psychological health.

Crises of professional personality development are short periods of life, accompanied by a radical restructuring of the subject of activity, changes in the activity itself.

*Signs of professional crises:*

- loss of meaning in the activity performed;
- Loss of a sense of the new;
- the subjective feeling of stopping in development;
- the predominance of negative emotions in relation to work;
- irritability or apathy.

A special group of barriers should be highlighted, which are caused by a system of established stereotypes and attitudes. This group of obstacles to self-development is pointed out by many representatives of various schools and areas of psychology. For example, K. Rogers sees the basis of stereotypes of behavior and actions in the excessive commitment and compliance of the individual to the social environment. The desire to behave and act like everyone else, the lack of alternatives in the self-construction of a personality – and such alternatives are always available and embedded in the deep, individual experience of each personality - lead to a series of stereotypical reactions, to constant looking back at the assessments of other significant and less significant people.

A. Maslow (1999) directly points to the fact that the obstacles to personal growth are: the negative impact of past experiences, habits that push people into unproductive behaviors;

social influence and group pressure, which an individual is unable, unwilling and unable to resist (any confrontation turns, in the opinion of such an individual, only into trouble);

the presence of a system of internal defenses, the functioning of which creates the appearance of well-being and adaptation of the individual to the surrounding reality.

It is impossible to ignore a group of barriers that are determined by the lack of formation of self-development mechanisms. Non-acceptance of oneself or partial acceptance leads to an incorrect strategy of self-development, when a person begins to spend his strength not to create something new in himself, but to struggle with his negative (by his definition) qualities.

Precious time can be spent on this, and the results, both for the individual and for the environment, remain unsatisfactory.

It is necessary to point out the role of the lack of formation of the mechanism of self-forecasting of the personality. There are many examples when a person is unable to recreate the desired image of his own personality, to reveal his true life goals. If such an image and such goals are presented clearly enough, this is not a guarantee that they express and reflect the deep needs of the individual. Often we can witness that an individual draws not so much a desirable and real image of himself in the future, as a socially acceptable and approved one, where generally accepted views on a prosperous life and activity are reflected in the form of trends. This idealization of the "I" image is typical for many young people. It is clear that no one wants to predict their own failure, failures, difficulties (the pursuit of a prosperous life and happiness is a fundamental and universal dream), but nevertheless a clear differentiated vision of themselves in the future is a necessary attribute of self-development, carried out in various forms. Only in this case, when possible successes and possible failures are predicted against the background of a general positive emotional attitude, a truly realistic perspective is created that allows you to work on yourself in the present in order to achieve a realistic future.

### **Questions and tasks for independent work**

1. What is professional personal growth?
2. How are personal and professional growth of a person related to each other?

To consolidate the material, make a diagram "Psychological barriers to professional growth of the individual".

## **Lecture 3. Making decisions**

### ***Lecture plan***

1. *Making decisions in life and in work.*
2. *Intellectual and behavioral flexibility.*
3. *S. Covey's concept: 7 skills of highly effective people.*

Basic concepts: Making decisions, flexibility, effective people, personal and interpersonal effectiveness.

1. Decision making is a complex process that involves weighing different options and choosing the one that is most likely to achieve a desired outcome. It is a process that is influenced by a variety of factors, including our values, our beliefs, our emotions, and our past experiences.

There are two main types of decision making: rational and irrational. Rational decision making is based on logic and reason. It involves carefully considering all of the available options and choosing the one that is most likely to lead to the desired outcome. Irrational decision making, on the other hand, is based on emotion and intuition. It often involves making decisions based on gut feelings or on what we think we should do, rather than on what is actually the best course of action.

The Complexity of Decision Making. At first glance, making a decision may seem straightforward. You weigh your options, consider the pros and cons, and pick the one that appears most favorable. However, the reality is far more complex. Our choices are shaped by a multitude of factors, some of which are deeply ingrained in our subconscious.

### **1. Cognitive Biases**

Our brains are wired to take mental shortcuts. These shortcuts, known as cognitive biases, can lead us to make irrational decisions. For example, the confirmation bias causes us

to seek information that confirms our preexisting beliefs, ignoring contradictory evidence. This can lead to poor decision-making when we fail to consider all available information.

## **2. Emotions and Decision Making**

Emotions play a pivotal role in our choices. Fear, happiness, anger, and sadness can all influence decision-making. Emotional decisions are often made rapidly and may not align with our long-term goals. Understanding how emotions impact your choices can help you make more rational decisions when needed.

## **3. Social Influence**

Humans are inherently social creatures. We are influenced by the people around us. Peer pressure, societal norms, and the desire for social acceptance can sway our decisions, sometimes leading us away from what we truly want or believe.

## **4. Prospect Theory**

Developed by psychologists Daniel Kahneman and Amos Tversky, the prospect theory suggests that people are more sensitive to potential losses than gains. This means we tend to make decisions that avoid losses, even if it means forgoing potential gains. Understanding this can help you make more balanced choices.

## **5. Decision Fatigue**

The more decisions we make in a day, the more fatigued our decision-making abilities become. This phenomenon, known as decision fatigue, can lead to impulsive or poor choices as the day progresses. Managing your decision-making resources wisely can help you make better choices throughout the day.

### **Applying Psychology to Decision Making**

Understanding the psychology behind decision-making can empower you to make better choices in your personal and professional life. Here are some practical tips to apply this knowledge:

**Awareness:** Recognize your cognitive biases and emotional influences. Being aware of these factors can help you make more informed decisions.

**Pause and Reflect:** Before making significant decisions, take a moment to reflect. Consider the long-term consequences and whether your emotions are clouding your judgment.

**Seek Diverse Perspectives:** When facing a tough decision, consult with others who may offer different viewpoints. This can help you make a more well-rounded choice.

**Prioritize:** Save your most critical decisions for times when you are mentally fresh and alert, reducing the chances of decision fatigue.

**Practice Mindfulness:** Mindfulness techniques can help you stay present and reduce the impact of emotions on your decision-making.

Understanding the psychology of decision-making is a valuable tool for navigating life's choices. By acknowledging the complex interplay of cognitive biases, emotions, social influences, and other factors, you can make more rational and beneficial decisions. Apply these insights, and watch how your ability to make informed choices transforms your life.

**2. Cognitive flexibility or mental flexibility** can be defined as the brain's ability to adapt our behavior and thinking to new, changing or unexpected situations. The ability to change, or mental change, is an essential component of cognitive flexibility. However, these two concepts need to be distinguished. Cognitive flexibility refers to our ability to adapt to change, while mental or cognitive change is the process by which we adapt to given changes.

Cognitive flexibility plays a significant role in learning and the ability to solve complex problems. It helps us choose the strategy we need to follow in order to adapt to the various circumstances that come our way. This gives us the opportunity to receive information from the environment and respond flexibly to it, correcting behavior in accordance with changes and requirements of the situation.

A person with good Mental or Cognitive Flexibility has the following characteristics:

- Good cognitive or mental flexibility allows us to quickly adapt to environmental changes.
- Cognitive flexibility helps us to withstand changes that may occur in the process of solving problems or completing tasks. It allows us to see alternatives.
- People with good Cognitive Flexibility can easily move from one activity to another and know how to behave correctly in any situation.
- They can see multiple dimensions of the same reality, assess the situation from different perspectives and establish hidden connections, which gives them the opportunity to find multiple solutions to the same problem.
- People with mental flexibility are better able to tolerate mistakes and changes in plans, it is easier for them to put themselves in another person's place and reach common agreements.

Cognitive flexibility is one of the main higher cognitive abilities of metacognition and part of the processes called executive functions. Executive functions are crucial for success and development both in school and in life. They allow us to formulate goals, build and implement plans, monitor and adjust actions based on results. Mental Flexibility is related to the level of development of intelligence, thinking and the ability to find a flexible and effective approach to solving new problems.

High cognitive flexibility allows us to take into account other beliefs, values, ideas, or ways of thinking, helping us understand other people's point of view and evaluate options other than our own. Thus, Mental Flexibility is also closely related to empathy and the way of social interaction.

Behavioral flexibility is a feature of behavior that manifests itself in an instant reaction to changed circumstances, prompt adjustment of initial plans (plans) and readiness to adapt to changes. What are the advantages of behavioral flexibility? Behavioral flexibility allows you to evaluate the available alternatives to behavior, take into account all new circumstances and choose the best response option in the current situation. Let's consider the 4 stages (levels) of the development of behavioral flexibility:

- You use one habitual pattern of behavior in any situation.
- You adjust your behavior when the situation changes over time, while having a limited set of behavioral reactions that are not effective in new conditions.
- You use different behavioral strategies, easily changing them when the situation changes. The efficiency of the work remains, but adaptation to new conditions causes difficulties.
- You have a wide range of effective behavioral responses both in familiar situations and in new ones for yourself. You manage to maintain your effectiveness in an ever-changing environment.

**3. S. Covey's concept: 7 skills of highly effective people.** The Seven Habits of Highly Effective Teens, published in 1998, adds value to the seven habits model, and helps to make it more accessible. Stephen Covey suggests that this model is a process of learning new habits that are aligned with the seven habits. In his book, he describes these 7 habits as follows.

#### **Habit 1: Be Proactive**

Be Proactive is about taking responsibility for your life. Proactive people recognize that they are “response-able.” They don’t blame circumstances, conditions, or conditioning for their behavior. They know they can choose their behavior. Reactive people, on the other hand, are often affected by their physical environment. They find external sources to blame for their behavior. If the weather is good, they feel good. If it isn’t, it affects their attitude and performance, and they blame the weather. All these external forces act as stimuli that we respond to. Between the stimulus and the response is

our greatest power—we have the freedom to choose our response. One of the most important things we choose is what we say. Our language is a good indicator of how we see ourselves.

A proactive person uses proactive language—I can, I will, I prefer, etc. A reactive person uses reactive language—I can't, I have to, if only. Reactive people believe they are not responsible for what they say and do—they have no choice. Proactive people focus their efforts on their Circle of Influence. They work on the things they can do something about: health, children, or problems at work.

Reactive people focus their efforts in the Circle of Concern—things over which they have little or no control: the national debt, terrorism, or the weather. Gaining an awareness of the areas in which we expend our energies is a giant step in becoming proactive.

### **Habit 2: Begin With the End in Mind**

Begin With the End in Mind is based on imagination—the ability to envision in your mind what you cannot at present see with your eyes. It is based on the principle that all things are created twice. There is a mental (first) creation, and a physical (second) creation. The physical creation follows the mental, just as a building follows a blueprint.

If you don't make a conscious effort to visualize who you are and what you want in life, then you empower other people and circumstances to shape you and your life by default. It's about connecting again with your uniqueness and then defining the personal, moral, and ethical guidelines within which you can most happily express and fulfill yourself.

One of the best ways to incorporate Habit 2 into your life is to develop a Personal Mission Statement. It focuses on what you want to be and do. It is your plan for success. It reaffirms who you are, puts your goals in focus, and moves your ideas into the real world. Your mission statement makes you the leader of your own life. You create your destiny and secure the future you envision.

### **Habit 3: Put First Things First**

Put First Things First is the exercise of independent will toward becoming principle-centered. Habit 3 is the practical fulfillment of Habits 1 and 2. Habit 1 says, "You are the creator. You are in charge." Habit 2 is the first mental creation, based on imagination, the ability to envision what you can become. Habit 3 is the second creation, the physical creation.

This habit is where Habits 1 and 2 come together. It happens day in and day out, moment-by-moment. It deals with many of the questions addressed around time management. But that's not all; habit 3 is about life management as well—your purpose, values, roles, and priorities. What are "first things?" First things are those things you find of most worth. If you put first things first, you are organizing and managing time and events according to the personal priorities you established in Habit 2.

### **Habit 4: Think Win-Win**

Think Win-Win isn't about being nice, nor is it a quick-fix technique. It is a character-based code for human interaction and collaboration.

Most of us learn to base our self-worth on comparisons and competition. We think about succeeding in terms of someone else failing—if I win, you lose; or if you win, I lose. Win-win sees life as a cooperative arena, not a competitive one. Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. Win-win means agreements or solutions are mutually beneficial and satisfying. We both get to eat the pie, and it tastes pretty darn good!

To go for win-win, you not only have to be empathic, but you also have to be confident. You not only have to be considerate and sensitive, but you also have to be brave. That balance between courage and consideration is the essence of real maturity and is fundamental to win-win.



### **Habit 5: Seek First to Understand, Then to Be Understood**

Communication is the most important skill in life. Because most people listen with the intent to reply, not to understand. You listen to yourself as you prepare in your mind what you are going to say, the questions you are going to ask, etc. You filter everything you hear through your life experiences, your frame of reference. You check what you hear against your autobiography and see how it measures up. Consequently, you decide prematurely what the other person means before they finish communicating.

### **Habit 6: Synergize**

To put it simply, synergy means “two heads are better than one.” Synergize is the habit of creative cooperation. It is teamwork, open-mindedness, and the adventure of finding new solutions to old problems. But it doesn’t happen on its own. It’s a process, and through that process, people bring all their personal experience and expertise to the table.

Together, they can produce far better results than they could individually. Synergy lets us discover jointly things we are much less likely to discover by ourselves. It is the idea that the whole is greater than the sum of the parts. One plus one equals three, or six, or sixty—you name it. When people begin to interact together genuinely, and they’re open to each other’s influence, they begin to gain new insight. The capability of inventing new approaches is increased exponentially because of differences. Valuing differences is what really drives synergy. Do you truly value the mental, emotional, and psychological differences among people? Or do you wish everyone would just agree with you so you could all get along? Many people mistake uniformity for unity and sameness for oneness. Differences should be seen as strengths, not weaknesses

### **Habit 7: Sharpen the Saw**

Sharpen the Saw means preserving and enhancing the greatest asset you have—you. It means having a balanced program for self-renewal in the four areas of your life: physical, social/emotional, mental, and spiritual. As you renew yourself in each of the four areas, you create growth and change in your life. Sharpen the Saw keeps you fresh so you can continue to practice the other six habits. You increase your capacity to produce and handle the challenges around you. You can pamper yourself mentally and spiritually. Or you can go through life oblivious to your well-being. You can experience vibrant energy. Or you can procrastinate and miss out on the benefits of good health and exercise. You can revitalize yourself and face a new day in peace and harmony. Or you can wake up in the morning full of apathy because your get-up-and-go has got-up-and-gone. Every day provides a new opportunity for renewal—a new opportunity to recharge yourself instead of hitting the wall. All it takes is the desire, knowledge, and skill.

The seven habits are not intended to be a formula that we can just apply and be “better”. Stephen Covey says that the seven habits build on each other to create personal and interpersonal effectiveness.

### **Questions and tasks for independent work**

1. How do decision making skills help you in life?
2. What is Intellectual and Behavioral Flexibility?
3. What are the 7 skills of highly effective people highlighted in S. Covey's Concept?

Reflection exercise. In terms of Covey's concept, describe the habits of highly effective people that you have? If some habits are missing, think about why?

## TOPIC 2. EMOTIONAL AND SEMANTIC FACTORS OF PERSONAL EFFECTIVENESS

### Lecture 4. Subjective well-being of a person

#### *Lecture plan*

1. *Social and emotional intelligence.*
2. *The concept of happiness in psychology.*
3. *Subjective well-being of a person: social, spiritual, physical, material, psychological well-being.*
4. *Values and beliefs as an important resource of efficiency. Meaningful life orientations.*

Basic concepts: emotional intelligence, happiness, Subjective well-being, Values, beliefs, Meaningful life orientations.

**1. The social and emotional intelligence** definition refers to the ability to be aware of one's own feelings in the present moment. In an academic setting, this includes important skills such as being able to communicate effectively with others, work in groups, and control impulses.

**Emotional intelligence (AKA EI or EQ for "emotional quotient")** is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional intelligence is more important than IQ for success in life.

#### *What Are the 4 Components of Emotional Intelligence?*

Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

**1. Perceiving emotions:** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

**2. Reasoning with emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

**3. Understanding emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or it could be because they got a speeding ticket on their way to work that morning or that they've been fighting with their partner.

**4. Managing emotions:** The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding appropriately as well as responding to the emotions of others are all important aspects of emotional management.

The four branches of this model are arranged by complexity with the more basic processes at the lower levels and the more advanced processes at the higher levels. For

example, the lowest levels involve perceiving and expressing emotion, while higher levels require greater conscious involvement and involve regulating emotions.

2. The pursuit of happiness is one that humans have been working toward since the beginning of time. Yet the concept of “happiness” is often hard to accurately define.

Overall happiness is the degree to which an individual judges the overall quality of his/her own life-as-a-whole favorably. In other words: how much one likes the life one leads. The key terms in this definition may be elucidated as follows.

*Degree* The word 'happiness' is not used to denote positive appreciation of life only. It refers to a degree, like the concepts of 'length' or 'weight', it denotes more or less of something. When we say a person is happy, we mean that he or she judges his or her life favorably rather than unfavorably.

*Individual* The term happiness is used to describe the state of an individual person only; it does not apply to collectivities. Thus, a nation cannot be said to be happy. At best, most of its citizens consider themselves happy.

*Subjective* Happiness denotes a subjective appreciation of life by an individual. So, there is no given 'objective' standard for happiness. A person who thinks he/she is happy, really is happy, even if that person is misinformed.

*Judgment* The word 'happiness' is used where somebody has made an overall judgment about the quality of his or her life. This implies an intellectual activity. Making an overall judgment implies assessing past experiences and estimating future experiences and estimating average quality of life. One consequence of this conceptualization is that the word 'happiness' cannot be used for those who did not make up their mind. One cannot say whether a person is happy or not, if that person is intellectually unable to construct an overall judgment. Thus, the concept cannot be used for animals or small children. Nor is the concept applicable to people who did not reflect on the quality of their life or could not reach a conclusion.

*Overall* The evaluation of life aimed at is an overall judgment. It embodies all criteria for appreciation, which figure in the mind. In the past hedonists used to equate happiness with sensory pleasures only; however, there are more modes of appreciation. Apart from the sensory system, cognition and affect also enable individuals to appraise their life. Thus, evaluations also involve cognitive appraisals, based on aspirations, expectations and values. The evaluation also draws on affective conditions, in particular on average mood. The word 'happiness' refers to a judgment, which integrates all the appreciation criteria used. Thus, the idea that one has all one has ever desired does not necessarily make a person happy. Despite all material endowments such a person may feel pain or be depressed. Similarly, the appraisal that one's life is 'exciting' does not necessarily mark oneself as happy either; life may be too exciting to be enjoyable. A Chinese curse says: “May you have interesting times”.

*Life-as-a-whole* We do not use the word 'happiness' to characterize satisfaction with specific aspects of life, such as marriage or work. 'Happiness' refers to satisfaction with life-as-a whole. It covers past, present and anticipated experiences. This does not mean that all things ever experienced are given equal weight in the evaluation. As stated above, evaluation involves a sifting and ordering. In this process some aspects may be emphasized, and others ignored. Past life experiences for example, seldom enter the evaluation process in their original phenomenological Gestalt. What is taken into consideration is mostly a shallow representation of what one tasted previously.

*Own life* The term 'happiness' concerns the evaluation of one's own life, not of life in general. A pessimistic 'Weltanschauung' does not necessarily characterize someone as 'unhappy'.

*Favorably* Evaluation always embodies appreciation; a conclusion as to whether one likes something or not. The term 'happiness' refers only to judgments concerning this aspect.

Happiness judgments concern the dimension extending from appreciation to depreciation, from like to dislike or from 'satisfaction' to 'dissatisfaction'. All humans are capable of appraisals of this kind, though not all humans can generalize all appraisals into a judgment of life-as-a-whole. The criterion of 'favorableness' is very close to what is called 'pleasantness'; however, it is not quite the same. The term 'favorableness' concerns the appreciation involved in all evaluations, while the term 'pleasantness' refers exclusively to direct affective experience. As such it is more characteristic of the affective component of happiness than of overall happiness itself.

*Positive psychology takes you through the countryside of pleasure and gratification, up into the high country of strength and virtue, and finally to the peaks of lasting fulfillment, meaning and purpose.*

In 1998, Dr. Martin Seligman used his inaugural address as the incoming president of the American Psychological Association to shift the focus from mental illness and pathology to studying what is good and positive in life. From this point in time, theories and research examined positive psychology interventions that help make life worth living and how to define, quantify, and create wellbeing.

In developing a theory to address this, Seligman (2012) selected five components that people pursue because they are intrinsically motivating and they contribute to wellbeing. These elements are pursued for their own sake and are defined and measured independently of each other. Additionally, the five components include both eudaimonic and hedonic components, setting WBT apart from other theories of wellbeing.

**These five elements or components (PERMA;** Seligman, 2012) are Positive emotion, Engagement, Relationships, Meaning, Accomplishments.

The PERMA model makes up WBT, where each dimension works in concert to give rise to a higher order construct that predicts the flourishing of groups, communities, organizations, and nations. Research has shown significant positive associations between each of the PERMA components and physical health, vitality, job satisfaction, life satisfaction, and commitment within organizations. PERMA is also a better predictor of psychological distress than previous reports of distress. This means that proactively working on the components of PERMA not only increases aspects of wellbeing, but also decreases psychological distress.

### **P – Positive Emotion**

Positive emotion is much more than mere 'happiness'. Positive emotions include hope, interest, joy, love, compassion, pride, amusement, and gratitude. Positive emotions are a prime indicator of flourishing, and they can be cultivated or learned to improve wellbeing. When individuals can explore, savor, and integrate positive emotions into daily life (and visualizations of future life), it improves habitual thinking and acting. Positive emotions can undo the harmful effects of negative emotions and promote resilience. Increasing positive emotions helps individuals build physical, intellectual, psychological, and social resources that lead to this resilience and overall wellbeing.

*Ways to build positive emotion may include:*

Spend time with people you care about.

Do hobbies and creative activities that you enjoy.

Listen to uplifting or inspirational music.

Reflect on things you are grateful for and what is going well in your life.

### **E – Engagement**

According to Seligman (2012), engagement is "being one with the music." It is in line with Csikszentmihalyi's (1989) concept of "flow." Flow includes the loss of self-consciousness and complete absorption in an activity. In other words, it is living in the present moment and focusing entirely on the task at hand. Flow, or this concept of engagement, occurs when the perfect combination of challenge and skill/strength is found. People are more

likely to experience flow when they use their top character strengths. Research on engagement has found that individuals who try to use their strengths in new ways each day for a week were happier and less depressed after six months. The concept of engagement is something much more powerful than simply “being happy,” but happiness is one of the many byproducts of engagement.

*Ways to increase engagement:*

Participate in activities that you really love, where you lose track of time when you do them.

Practice living in the moment, even during daily activities or mundane tasks.

Spend time in nature, watching, listening, and observing what happens around you.

Identify and learn about your character strengths, and do things that you excel at.

### **R – Positive Relationships**

Positive relationships Relationships encompass all the various interactions individuals have with partners, friends, family members, colleagues, bosses/mentors/supervisors, and their community at large. Relationships in the PERMA model refer to feeling supported, loved, and valued by others. Relationships are included in the model based on the idea that humans are inherently social creatures. There is evidence of this everywhere, but social connections become particularly important as we age. The social environment has been found to play a critical role in preventing cognitive decline, and strong social networks contribute to better physical health among older adults. Many people have a goal of improving relationships with those they are closest to. Research has demonstrated that sharing good news or celebrating success fosters strong bonds and better relationships. Additionally, responding enthusiastically to others, particularly in close or intimate relationships, increases intimacy, wellbeing, and satisfaction.

*How to build relationships:*

Join a class or group that interests you.

Ask questions of the people you don’t know well to find out more about them.

Create friendships with people you are acquainted with.

Get in touch with people you have not spoken to or connected with in a while.

These detailed, science-based exercises will equip you or your clients with tools to discover authentic happiness and cultivate subjective well-being.

### **M – Meaning**

Another intrinsic human quality is the search for meaning and the need to have a sense of value and worth. Seligman (2012) discussed meaning as belonging and/or serving something greater than ourselves. Having a purpose in life helps individuals focus on what is really important in the face of significant challenge or adversity. Having meaning or purpose in life is different for everyone. Meaning may be pursued through a profession, a social or political cause, a creative endeavor, or a religious/spiritual belief. It may be found in a career or through extracurricular, volunteer, or community activities. A sense of meaning is guided by personal values, and people who report having purpose in life live longer and have greater life satisfaction and fewer health problems.

*Ways to build meaning:*

Get involved in a cause or organization that matters to you.

Try new, creative activities to find things you connect with.

Think about how you can use your passions to help others.

Spend quality time with people you care about.

### **A – Accomplishments/Achievements**

Achievement Accomplishment in PERMA is also known as achievement, mastery, or competence. A sense of accomplishment is a result of working toward and reaching goals,

mastering an endeavor, and having self-motivation to finish what you set out to do. This contributes to wellbeing because individuals can look at their lives with a sense of pride.

Accomplishment includes the concepts of perseverance and having a passion to attain goals. But flourishing and wellbeing come when accomplishment is tied to striving toward things with an internal motivation or working toward something just for the sake of the pursuit and improvement.

Achieving intrinsic goals (such as growth and connection) leads to larger gains in wellbeing than external goals such as money or fame.

*Ways to build accomplishment:*

Set goals that are SMART – specific, measurable, achievable, realistic, and time bound.

Reflect on past successes.

Look for creative ways to celebrate your achievements.

### **The Plus (+) in PERMA**

Yet happiness goes beyond just these five elements, and the + can include other important areas we well, such as optimism, nutrition, physical activity and sleep. These are areas equally important to mental wellbeing.

### **Optimism**

Optimism is a positive emotion critical to building resilience and wellbeing. Optimism is the belief that life will have more good outcomes than bad. People who are optimistic are more likely to be resilient to stressful life events. Optimistic people tend to live longer, have better postoperative outcomes and lower levels of depression, and adjust better to college life. Encouraging youth to become more resilient would build help in establishing a more optimistic outlook on life.

### **Physical activity**

Physical activity has been linked to wellbeing in numerous ways. Negative emotions are associated with an increased risk of physical disease and poor health habits, and people with mental illness are more likely to be physically inactive. There are obvious physical benefits to being active, but increasing movement or activity also decreases symptoms of depression, anxiety, and loneliness and improves mental focus and clarity.

### **Nutrition**

Poor nutrition leads to physical health problems such as obesity, diabetes, heart disease, and even cancer, but there is significant research demonstrating a relationship between diet and mental health. Eating a balanced diet rich in vegetables and nutrients (and limiting processed or sugary foods) has been associated with wellbeing. High levels of wellbeing were reported by individuals who ate more fruits and vegetables. A review of research on children and adolescents found that a poor diet (high levels of saturated fat, refined carbohydrates, and processed foods) was linked to poorer mental health.

### **Sleep**

Neuroimaging and neurochemistry research suggests that good sleep hygiene fosters mental and emotional resilience, and sleep deprivation leads to negative thinking and emotional vulnerability. Further, sleep problems are more likely to affect people with psychiatric disorders and may increase the risk of developing mental illness. Relaxation techniques and cognitive behavioral techniques to reduce stress and anxiety can also be effective ways to improve sleep and overall wellbeing.

3. **Subjective well-being (SWB)** is a self-reported measure of well-being, typically obtained by questionnaire. Ed Diener developed a tripartite model of SWB in 1984, which describes how people experience the quality of their lives and includes both emotional reactions and cognitive judgments. It posits "three distinct but often related components of wellbeing: frequent positive affect, infrequent negative affect, and cognitive evaluations such

as life satisfaction." SWB is an overarching ideology that encompasses such things as "high levels of pleasant emotions and moods, low levels of negative emotions and moods, and high life-satisfaction."

SWB therefore encompasses moods and emotions as well as evaluations of one's satisfaction with general and specific areas of one's life. SWB is one definition of happiness.

#### *Construction of SWB*

Diener argued that the various components of SWB represent distinct constructs that need to be understood separately, even though they are closely related. Hence, SWB may be considered "a general area of scientific interest rather than a single specific construct". Due to the specific focus on the subjective aspects of well-being, definitions of SWB typically exclude objective conditions such as material conditions or health, although these can influence ratings of SWB. Definitions of SWB therefore focus on how a person evaluates his/her own life, including emotional experiences of pleasure versus pain in response to specific events and cognitive evaluations of what a person considers a good life. Components of SWB relating to affect include positive affect (experiencing pleasant emotions and moods) and low negative affect (experiencing unpleasant, distressing emotions and moods), as well as "overall affect" or "hedonic balance", defined as the overall equilibrium between positive and negative affect, and usually measured as the difference between the two. High positive affect and low negative affect are often highly correlated, but not always.

#### *Components of SWB*

There are three components of SWB: affect (hedonic measures), life satisfaction (cognitive measures), and eudaimonia (a sense of meaning and purpose). Current research recognizes the importance of accurately assessing SWB within a society by focusing on how each component of SWB impacts the individual.

**4. Meaningful life orientations** or landmarks are a hierarchical system of selective connections that reflects the direction of a person, the presence of life goals, the meaningfulness of a person's assessments and choices, the ability to take responsibility for life and generally be satisfied with it.

Many foreign and domestic researchers consider the meaningfulness of life as a factor of subjective well-being. According to V. Frankl, "a normal feeling of happiness does not act as a goal that a person strives for, but rather represents a concomitant phenomenon accompanying the process of achieving meaning"

The phenomenon of the meaning of life is the most pronounced manifestation of the meaning of life orientation of a person. A person's search for the meaning of life is impossible without establishing an attitude towards himself. Only on this basis can it be possible for a person to satisfy his own need for self-realization, there is a desire to search and find the meaning of life, which sets the ways and means of self-realization. The system of life orientations is very contradictory. It does not stand still, is not ordered and is not stationary. It is dynamic, reflecting the main, major changes in the interconnectedness of the personality with the outside world. Meaningful life orientations are a projection of the life of society, because they are formed under social influence, depend on the system of education in the family and school. The life-meaning orientations of a person, her life prospects, plans are a projection of the spiritual life of society, are formed under the influence of social influences, are conditioned by the system of education and training in the family and at school, reflect the structure of social relations. They represent a dynamic projection of the meaning-of-life concepts of a personality on certain conditions of its daily life.

Meaningful life orientations are formed in a socio-cultural environment with the acquisition of social experience by a person, therefore, over the course of life, culture and the environment can change. They manifest themselves in the form of goals, desires, preferences, beliefs, interests and other aspects of consciousness. Together, they have an impact on the

course of life, its development, the formation of events and their management, on self-determination and human potential.

The meaning of life is a guideline for each individual and for society as a whole. This is the leading criterion of personality formation and an indicator of how a person is ready to act regardless of the influence of external circumstances on plans and life processes.

Thus, Life orientations are regulators or mechanisms of directed human activity as a subject, as a person. They represent a generalized structural-hierarchical and dynamic system of representations, which is the basic element of the internal (dispositional) structure of personality, formed and consolidated by the life experience of an individual during socialization and social adaptation against the background of individual typological features, and are thus subjective components of the phenomenon of the meaning of life.

Understanding the meaning of the surrounding world is conditioned by the process of interpersonal communication, it occurs on the basis of taking into account social representations as products of a social group.

### **Questions and tasks for independent work**

1. What is Social and Emotional Intelligence?
2. What concepts of happiness exist in psychology?
3. Describe the components of subjective well-being of an individual.
4. Why are life-meaning orientations an important component of personal effectiveness?

Exercise. Describe the various applications of M. Seligman's model of happiness in the work of a psychologist.



## TOPIC 3. MOTIVATIONAL COMPONENTS OF EFFECTIVENESS

### Lecture 5. The concept of the motivational sphere of personality

#### *Lecture plan*

1. *Classification of motives according to H. Murray.*
2. *Theories of motivation: F. Herzberg's Two-factor Theory, Vroom's Expectancy Theory.*
3. *Self-determination by E. Deci and R. Ryan.*

Basic concepts: motivational sphere, Self-determination, motives, needs, extrinsic motivation

1. American psychologist Henry Murray (1893–1988) developed a theory of personality organized in terms of **motives and needs**. Murray described needs as a "potentiality or readiness to respond in a certain way under certain given circumstances." Keep reading to learn about the different types of needs and how they can impact your personality. Theories of personality based on needs and motives suggest our personalities are a reflection of behaviors controlled by needs. While some needs are temporary and changing, other needs are more deeply seated in our nature. According to Murray, these psychogenic needs function mostly on the unconscious level but play a major role in our personality. Murray identified two types of needs:

**Primary needs:** Basic needs based on biological demands.

They include:

*The need for food:* This need drives us to seek out and consume food to maintain our physical health.

*The need for water:* This need drives us to seek out and consume water to stay hydrated and regulate our body temperature.

*The need for sleep:* This need drives us to rest and allow our bodies to repair and rejuvenate themselves.

*The need for oxygen:* This need drives us to breathe and take in oxygen, which is essential for cellular respiration.

**Secondary needs:** Psychological needs, such as the need for nurturing, independence, and achievement. While these needs may not be fundamental for basic survival, they are essential for psychological well-being.

Murray identified 20 secondary needs, which can be grouped into three broad categories:

*Needs that focus on achievement and mastery:* These needs include the need for achievement, the need for competence, and the need for dominance.

*Needs that focus on affiliation and love:* These needs include the need for affiliation, the need for intimacy, and the need for nurture.

*Needs that focus on understanding and order:* These needs include the need for cognition, the need for exploration, and the need for order.

#### **Psychogenic Needs**

Murray and his colleagues identified 24 psychogenic needs. According to Murray, all people have these needs, but each individual tends to have a certain level of each need. Each person's unique level of needs plays a role in shaping their individual personality. Each need

is important in and of itself, but Murray also believed needs can be interrelated, support other needs, and conflict with other needs. For example, the need for dominance may conflict with the need for affiliation when overly controlling behavior drives away friends, family, and romantic partners. Murray also believed environmental factors play a role in how these psychogenic needs are displayed in behavior. Murray called these environmental forces "presses." The following is a partial list of Murray's 24 psychogenic needs separated into categories based on important psychogenic needs.

### **Ambition Needs**

Ambition needs are related to the need for achievement and recognition. The need for achievement is often expressed by succeeding, achieving goals, and overcoming obstacles. The need for recognition is met by gaining social status and displaying achievements. Sometimes ambition needs even involve a need for exhibition, or the desire to shock and thrill other people.

### **Materialistic Needs**

The materialistic needs center on acquisition, construction, order, and retention. These needs are resolved by obtaining items, such as buying material objects that we desire. In other instances, these needs compel us to create new things. Obtaining and creating items are an important part of materialistic needs, as well as keeping objects and organizing them.

### **Power Needs**

Power needs tend to center on a desire for independence as well as a need to control others. Murray believed autonomy was a powerful need involving the desire for independence and resistance.

Other key power needs he identified include abasement (confessing and apologizing), aggression (attacking or ridiculing others), blame avoidance (following the rules and avoiding blame), deference (obeying and cooperating with others), and dominance (controlling others).

### **Affection Needs**

Affection needs are centered on our desire to love and be loved. We have a need for affiliation and seek out the company of other people. Nurturance, or taking care of other people, is also important for psychological well-being. Humans also have a need for succorance, which means being helped or protected by others. Murray also suggested playing and having fun with other people was also a critical affection need.

While most of the affection needs centered on building relationships and connections, Murray also recognized rejection can be a need because turning people away and creating boundaries is also an important part of maintaining mental wellness. Unhealthy relationships can be a major detriment to an individual's well-being, so knowing when to walk away can be important.

### **Information Needs**

Information needs center around both gaining knowledge and sharing it with others. According to Murray, people have an innate need to learn more about the world around them. He referred to the need to seek knowledge and ask questions as cognizance.

In addition to gaining knowledge, he believed people have a need for exposition. He described exposition as the desire to share what they have learned with other people.

**2. Herzberg's Two-Factor Theory**, proposed by American psychologist Frederick Herzberg, is a well-known theory in the field of organizational behavior.

Herzberg's two-factor theory outlines that humans are motivated by two things: motivators and hygiene factors. These two factors are both critical to motivation: motivators encourage job satisfaction and hygiene factors prevent job dissatisfaction.

- **Motivation factors:** factors that are related to workplace satisfaction. They cover intrinsic needs such as achievement, recognition, and advancement. Motivation factors allow employees to be content in their jobs and promote growth.

- **Hygiene factors:** factors that are not related to workplace satisfaction but must be present in the workplace in order to prevent dissatisfaction. Hygiene factors cover extrinsic needs such as pay grade, workplace policy and relationships with their peers.

Herzberg uses the phrase “motivating factors” to describe things that, when present, have the ability to make individuals satisfied or even happy at work. He also uses the phrase “hygiene factors” to describe things whose absence has the ability make individuals unsatisfied or unhappy at work.

The core point of Herzberg’s Two Factor Theory of Motivation is that motivating and hygiene factors are very different.

**Hygiene factors** are essential in helping individuals to stop being dissatisfied at work. But crucially, no matter how great these factors are, they alone will never help an individual reach high levels of satisfaction at work. In different language, hygiene factors are a prerequisite for a good employee experience and for good employee engagement.

Hygiene factors in Herzberg’s model have the power to make people dissatisfied and are prerequisites for satisfaction at work, but their presence alone will never make people satisfied at work.

In other words, the absence of hygiene factors will prevent satisfaction, but the presence of hygiene factors is not in itself enough to lead to high levels of work satisfaction.

Examples of hygiene factors include: salary, safety, security, working environment, working conditions and other things with the power to make an individual unhappy in work.

**Motivating factors** are almost the opposite. Motivating factors are essential in helping individuals become highly satisfied at work, but their absence will never cause an individual to become extremely unsatisfied at work. Motivating factors in Herzberg’s model have the power to make moderately satisfied people highly satisfied, but have no impact on satisfaction if hygiene factors aren’t already in place. Examples of motivating factors include: achievement, recognition, advancement, empowerment, responsibility and intrinsically interesting work.

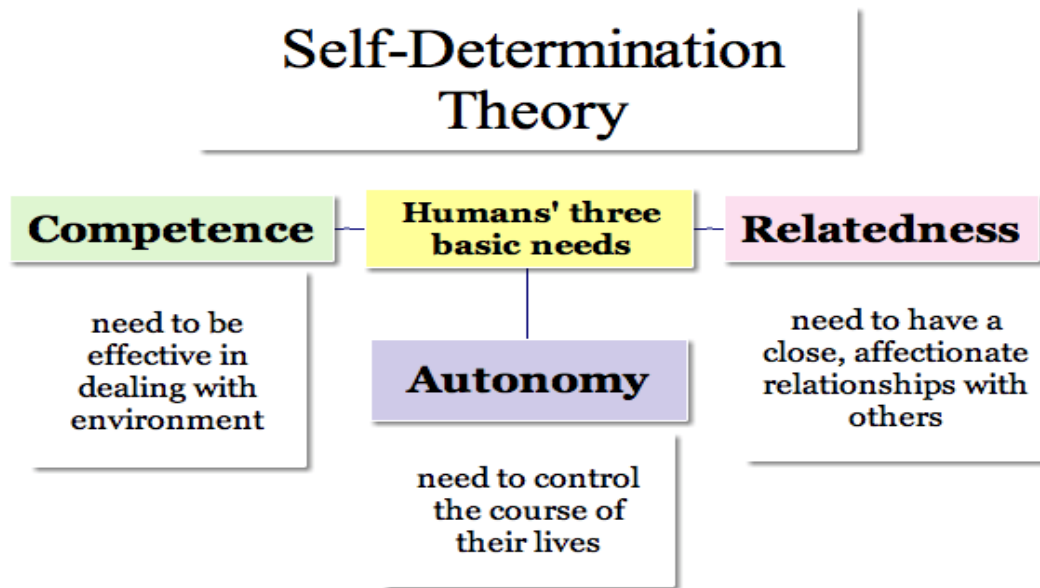
### **3. Self Determination Theory and How It Explains Motivation**

According to Deci and Ryan, extrinsic motivation is a drive to behave in certain ways based on external sources and it results in external rewards. Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, intrinsic motivation comes from within. There are internal drives that inspire us to behave in certain ways, including our core values, our interests, and our personal sense of morality.

It might seem like intrinsic motivation and extrinsic motivation are diametrically opposed—with intrinsic driving behavior in keeping with our “ideal self” and extrinsic leading us to conform with the standards of others—but there is another important distinction in the types of motivation. SDT differentiates between autonomous motivation and controlled motivation. Autonomous motivation includes motivation that comes from internal sources and includes motivation from extrinsic sources for individuals who identify with an activity’s value and how it aligns with their sense of self. Controlled motivation is comprised of external regulation—a type of motivation where an individual acts out of the desire for external rewards or fear of punishment. On the other hand, introjected regulation is motivation from “partially internalized activities and values” such as avoiding shame, seeking approval, and protecting the ego. When an individual is driven by autonomous motivation, they may feel self-directed and autonomous; when the individual is driven by controlled motivation, they may feel pressure to behave in a certain way, and thus, experience little to no autonomy.

Although self-determination is generally the goal for individuals, we can’t help but be motivated by external sources—and that’s not necessarily a bad thing. Both intrinsic and

extrinsic motivation are highly influential determinants of our behavior, and both drive us to meet the three basic needs identified by the SDT model:



\* source - <https://positivepsychology.com/self-determination-theory/>

1. *Autonomy*: people have a need to feel that they are the masters of their own destiny and that they have at least some control over their lives; most importantly, people have a need to feel that they are in control of their own behavior.

2. *Competence*: another need concerns our achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them.

3. *Relatedness*: people need to have a sense of belonging and connectedness with others; each of us needs other people to some degree.

According to the developers of SDT, individual differences in personality result from the varying degrees to which each need has been satisfied—or thwarted. The two main aspects on which individuals differ include causality orientations and aspirations or life goals.

Causality orientations refer to how people adapt and orient themselves to their environment and their degree of self-determination in general, across many different contexts. The three causality orientations are:

1. *Autonomous*: all three basic needs are satisfied.
2. *Controlled*: competence and relatedness are somewhat satisfied but autonomy is not.
3. *Impersonal*: none of the three needs are satisfied.

Aspirations or life goals are what people use to guide their own behavior. They generally fall into one of the two categories of motivation mentioned earlier: intrinsic or extrinsic. Deci and Ryan provide affiliation, generativity, and personal development as examples of intrinsic life goals, while they list wealth, fame, and attractiveness as examples of extrinsic life goals. Aspirations and life goals drive us, but they are considered learned desires instead of basic needs like autonomy, competence, and relatedness.

### Questions and tasks for independent work

1. What is motivation and the motivational sphere of personality?
2. What theories of motivation exist in psychology?
3. What does self-determination theory say?

Exercise. Self-diagnosis of life orientations according to the method of D.A. Leontiev.

## TOPIC 4. EFFECTIVE GOAL SETTING

### Lecture 6. Goal setting

#### *Lecture plan*

1. *The importance of goals for human activity, organization and for effective self-organization.*

2. *Effective goal setting. Setting real goals.*

Basic concepts: goal, Goal setting, Effective goal setting.

1. Goal setting involves the development of an action plan designed in order to motivate and guide a person or group toward a goal. Goals are more deliberate than desires and momentary intentions. Therefore, setting goals means that a person has committed thought, emotion, and behavior towards attaining the goal. In doing so, the goal setter has established a desired future state which differs from their current state thus creating a mismatch which in turn spurs future actions. Goal setting can be guided by goal-setting criteria (or rules) such as SMART criteria. Goal setting is a major component of personal-development and management literature. Studies by Edwin A. Locke and his colleagues, most notably, Gary Latham have shown that more specific and ambitious goals lead to more performance improvement than easy or general goals. Difficult goals should be set ideally at the 90th percentile of performance, assuming that motivation and not ability is limiting attainment of that level of performance. As long as the person accepts the goal, has the ability to attain it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance.

The theory of Locke and colleagues states that the simplest, most direct motivational explanation of why some people perform better than others is because they have different performance goals. The essence of the theory is:

Difficult specific goals lead to significantly higher performance than easy goals, no goals, or even the setting of an abstract goal such as urging people to do their best.

Holding ability constant, and given that there is goal commitment, the higher the goal the higher the performance.

Variables such as praise, feedback, or the participation of people in decision-making about the goal only influence behavior to the extent that they lead to the setting of and subsequent commitment to a specific difficult goal.

**2. Goal-setting.** While goal setting can be short or long term, formal or informal, to really achieve results psychologists have found that goal setting exercises are most effective when the final aim is specific and measurable. Locke (1964) came up with the very first Goal Setting Theory, where he focused on goal setting within the workplace. He found that employees were motivated more by clearly set goals and actionable feedback to help them achieve those goals. Locke also found that motivation is key to achieving our goals, and we feel more motivated when we're not 100% certain we can achieve the goal we've set for ourselves. Taking on challenges is highly motivational as it allows us to develop our skills, flex our problem-solving muscles, and gain a deeper sense of personal achievement. Based on Locke's research, it seems for goal setting exercises to work they need two key things:

1. To be small, achievable and measurable over time
2. Set specific and clear outcomes

More recently Miner (2005) examined goal setting within organizational behavior and positive leadership strategies. He suggested the following three core principles for how goal-setting works. Goals:

- Motivate individuals to put in the required effort to set tasks

- Motivate individuals to keep persisting in the required behaviors or activities over time
- Motivate individuals to stay focused on the goals and tasks they are trying to achieve, rather than becoming distracted by irrelevant behaviors

While both Locke and Miner have focused on goal setting exercises in a work context, these core principles can be applied to personal goal setting too. The goal is what they strive for, what they want to achieve; the purpose, the meaning of the actions taken; the desired state of any project at the moment as a result of the work performed. How should you set goals so that they are achieved and with the result that you need? Goals should be smart. What does this mean? In management practice, there are so-called **SMART** criteria that goals must meet. SMART is an abbreviation formed by the first letters of English words: **Specific**. It explains exactly what needs to be achieved. **Measurable**. It explains how the result will be measured. **Achievable**. It explains how it is planned to achieve the goal. **Relevant**. Determining the truth of the goal.

Thus, setting a goal correctly means that the goal is specific, measurable, achievable, meaningful and correlated with a specific deadline. Mark Murphy created another alternative to SMART goals called HARD goals. He presented this strategy in his book, *Hundred Percenters: Challenge Your Employees to Give It Their All and They'll Give You Even More*. HARD is another acronym that stands for the following elements:

**Heartfelt:** Murphy states that it's important for your goals to be heartfelt, meaning you feel a sense of attachment to them. This makes it more likely that you may pursue and achieve your goals.

**Animated:** This strategy encourages you to visualize your goals and how you may feel when you achieve them. You can do this in a number of ways, such as creating a mood board or picturing how your life may improve if you achieve your goal.

**Required:** When setting goals, think about whether they're required for your success or your employer's. If the goal won't aid you or the company, you may want to create one that does.

**Difficult:** Murphy encourages people to create goals that are difficult to challenge them. This challenge can help motivate them and ensure they don't become passive when working towards their goals.

**The benefits of setting goals:** If you're considering using a goal-setting strategy to improve your knowledge, skills, or experience, here are the benefits of doing so:

**Provides direction:** Creating goals helps guide you in your personal or professional life. They can provide direction so you're constantly working towards becoming a better person or employee. You can set short-term and long-term goals so you always have an aim.

**Offers satisfaction:** Achieving your goals can help you feel more satisfied in life. This can help you feel more positive about your capabilities. It can also improve your self-esteem and confidence, encouraging you to keep setting and achieving goals.

**Sets clear expectations:** If you create goals with your manager, you know exactly what they expect of you. This helps you work to meet their expectations so you can become a stronger employee. Doing so can lead to positive outcomes, such as promotions or raises.

**Creates priorities:** Once you create your goals, you can determine which activities in your life to prioritize. For example, if your personal goal is to run a marathon in six months, you may start to prioritize healthy eating. This can also help aid your decision-making skills as you may have to decide between certain activities.

### Questions and tasks for independent work

1. What is a goal?
2. What are the advantages of effective goal setting?
3. What are SMART goals?

Exercise. Create your own list of SMART goals.

## TOPIC 5. TECHNIQUES AND MECHANISMS OF SELF-REGULATION OF MENTAL STATES

### Lecture 7. Techniques of the self-regulation

#### *Lecture plan*

1. *Definition of self-regulation*
2. *Techniques of the self-regulation*

Basic concepts: self-regulation, self-regulation, psychoemotional state, Relaxation.

**1. Definition of self-regulation:** It's "control [of oneself] by oneself". Self-control can be used by a wide range of organisms and organizations, but for our purposes, we'll focus on the psychological concept of self-regulation. The goal of most types of therapy is to improve an individual's ability to self-regulate and to gain (or regain) a sense of control over one's behavior and life. Psychologists might be referring to one of two things when they use the term "self-regulation": behavioral self-regulation or emotional self-regulation.

Self-regulation theory (SRT) simply outlines the process and components involved when we decide what to think, feel, say, and do. It is particularly salient in the context of making a healthy choice when we have a strong desire to do the opposite (e.g., refraining from eating an entire pizza just because it tastes good). According to modern SRT expert Roy Baumeister, there are four components involved (2007):

1. *Standards* of desirable behavior;
2. *Motivation* to meet standards;
3. *Monitoring* of situations and thoughts that precede breaking standards;
4. *Willpower* allowing one's internal strength to control urges.

These four components interact to determine our self-regulatory activity at any given moment. According to SRT, our behavior is determined by our personal standards of good behavior, our motivation to meet those standards, the degree to which we are consciously aware of our circumstances and our actions, and the extent of our willpower to resist temptations and choose the best path.

According to Albert Bandura, an expert on self-efficacy and a leading researcher of SRT, self-regulation is a continuously active process in which we:

1. Monitor our own behavior, the influences on our behavior, and the consequences of our behavior;
2. Judge our behavior in relation to our own personal standards and broader, more contextual standards;
3. React to our own behavior (i.e., what we think and how we feel about our behavior).

Bandura also notes that self-efficacy plays a significant role in this process, exerting its influence on our thoughts, feelings, motivations, and actions.

A quick thought experiment can show the significance of self-efficacy:

Imagine two people who are highly motivated to lose weight. They are both actively monitoring their food intake and their exercise, and they have specific, measurable goals that they have set for themselves.

One of them has high self-efficacy and believes he can lose weight if he puts in the effort to do so. The other has low self-efficacy and feels that there's no way he can hold to his prescribed weight loss plan.

## **2. Techniques of the self-regulation**

First of all, it should be said that there are natural ways of self-regulation. These include:

- listening to classical music;
- outdoor walks, for example, in a nearby park;
- adequate rest and sleep;
- smiles, humor;
- reading your favorite books;
- drawing, embroidery;
- Thinking about something good;
- singing, dancing;
- watching the beautiful landscape;
- pleasant memories, viewing photos.

*There are other methods and techniques of self-regulation:*

**Relaxation.** Everyone chooses their own way of relaxation. The main thing is that he achieves his goal: to achieve inner harmony, relieve muscle tension, regain control over feelings and emotions.

**Meditation.** It helps to learn how to concentrate, relax, relieve psycho-emotional tension and distract from bad thoughts. Most often, breathing techniques are used in the process of meditation. The easiest option is to think about anything but what annoys you.

**Desensitization.** It assumes conscious passivity, a clear idea of what successful behavior or activity looks like, and neutrality in relation to stimuli. All this is achieved through self-suggestion.

**Autogenic training.** They are based on relaxation techniques. They are exercises for relaxing muscles, developing the ability to accurately monitor the state of the body, and increasing volitional attitudes. The main task of this method of self-regulation is to relieve any tension, achieve absolute relaxation of mind and body.

Do not forget about visualization – creating a mental image of what you want, your goal. You need to imagine the final result and how you will go to it.

**Proper breathing.** It is a well-known fact that a psychoemotional state is closely related to physical health, in particular, with breathing and muscle tone. Therefore, by performing breathing exercises, you can calm down, relax, and put your mind in order.

Breathe on the count, focus on the movement of the second hand. Inhale through your nose for 4 counts, freeze for 2 seconds, exhale through your mouth for 6 or 8. The ideal option is to exhale 2 times longer than inhale. Do 10-20 repetitions.

**Neuromuscular Relaxation.** This system consists of a series of exercises by which the subject tenses (contracts) and then relaxes selected muscles and muscle groups so as to achieve the desired state of deep relaxation. Jacobson considers his procedure "progressive" for the following reasons:

1. The subject learns progressively to relax the neuromuscular activity (tension) in the selected muscle. This process may require several minutes to achieve maximal neuromuscular relaxation in any selected muscle.

2. The subject tenses and then relaxes selected muscles in the body in such a manner as to progress through the principle muscle groups until the entire body, or selected body area, is relaxed.

3. With continued daily practice, the subject tends progressively to develop a "habit of repose" - a less stressful, less excitable attitude, in our experience.



**Drawing** with paints, pencils, felt-tip pens, which give a full-fledged, saturated color, helps to get rid of unpleasant experiences, especially depression, anxiety, fear. In the latter cases, it is recommended to draw with the left hand (right-handed). At the same time, it is important not to have the ability to draw, but the ability to express your emotion in an abstract form, through color and line.

Create a drawing that reflects your inner state.

Take the bright colors that you associate with a sense of joy, confidence, freedom, and draw – let it be a pure abstraction – something with these colors.

Such emotional saturation is very important. It can be used to tune into a "confident" state.

### **Questions and tasks for independent work**

1. What is self-regulation? And how does self-regulation differ from self-control?
2. What groups of self-regulation techniques do you know?

Exercise. Practicing self-regulation techniques.

## TOPIC 6. TIME AND LIFE MANAGEMENT

### Lecture 8. Planning and time management

#### *Lecture plan*

1. *Planning and time management.*
2. *Time management techniques.*

Basic concepts: Time management, productivity, Effective planning.

1. Time management is an effective time management skill that helps to increase productivity and better organize your life: allocate time for personal interests, family, recreation and self-development. The art of time management includes skills:

- Set goals
- Define tasks
- and set priorities
- Set deadlines
- Plan your vacation

Why do I need to manage time? In today's world, where every minute counts, the ability to manage your time well. This opens the door to a world of opportunities in the following areas:

**Achieving goals:** Time management accelerates the process of achieving goals by helping to clearly define them and plan the necessary steps and milestones. This allows you to move towards goals more quickly and efficiently, while maintaining a high level of motivation.

**Productivity growth:** Effective planning and organization of working hours help to avoid procrastination by focusing on priority tasks. This approach allows you to perform more tasks in a specific period of time, improving overall performance.

**Stress Reduction:** A clear plan and time control reduce stress levels, adding confidence to your actions. This helps to avoid situations where things are done in a hurry and at the last moment.

**Work-life balance:** Time management helps to achieve harmony between professional activities and personal life, providing enough time for family, friends and hobbies.

Understanding and applying the principles of time management are key to achieving success in the professional field and improving the quality of personal life. In the following sections, we will look at practical strategies and tools that will help you improve your time management skills.

#### **3 types of time management**

Experts in the field of time management classify it into three main types, each of which plays its own unique role in our pursuit of productivity and harmony. Experts identify three main types of time management:

**Personal or self-management.** It is connected with the development of an individual, his ability to organize his day correctly.

**Professional.** It helps a person to rationally organize their working time.

**Social.** Regulates interpersonal relationships and time management of several people. For example, the labor collective.

## **Principles of time management**

The main rule of time management is not to try to keep up with everything, but to tune in to keep up with the main thing. That is, our task, like that of project managers, is to learn how to use only the time that we really have. And spend it on necessary and important goals:

- **Describe the goals and determine the main vector**

It is better to start planning not with tasks, but with goals – to identify strategic, that is, long-term ones. They form a common vector of development. For example, the decision to learn a foreign language in order to find a job abroad, write a book, spend more time with children and teach them to ride a bike. A strategic goal is what we really need and what is important.

- **Break down goals into tasks**

It is necessary to link goals and real actions, otherwise the magic will not work. To our insidious brain, any planned goal looks like it has been accomplished. Dreaming of reaching a new level of income or finding beauty and health, you already feel wealth or embossed abs. That's why it's so nice to plan and dream – it's easier than doing something. So it is important to build a "bridge" of tasks that lead you from the current state of affairs to the ideal picture of the future.

- **Allocate time in short segments and keep an eye on it**

Take a weekly schedule – an online calendar, a task manager, or a wall calendar. Think about which days and their parts (morning, afternoon, evening) You have enough time to work on your goals. It's enough – it's from 15 minutes to 2 hours. 15 minutes is the minimum that can be devoted to the case so that at least some result appears. And 2 hours is the maximum after which you will get tired and want to take a break.

- **"Block" the time in the days of the week in the calendar**

Make a schedule. Follow the schedule – don't let other things ruin your plans. While working on a goal, monitor the completion of tasks using trackers, phone reminders, and checklists.

- **Schedule a place for maneuvers and rest**

That is, if you decide to study every Thursday from 20 to 22 hours, then it's good that before that you have a break from other things for at least half an hour. And you need to make sure that not every evening is packed with business.

**2. Time management techniques.** Achieving work life balance is possible with effective time management. Learning time management tips will not only help you manage your time better but also boost personal productivity. With that said, here are some time management strategies:

*Pareto Analysis (a.k.a., the 80/20 rule)*

The 80/20 rule is a technique created by the Italian economist Vilfredo Pareto. It's the idea that 20% of actions are responsible for 80% of outcomes. The goal of Pareto analysis is to help you prioritize tasks that are most effective at solving problems.

How it works:

- List some of the problems you are facing. For example, maybe your grades are slipping.
- Identify the root cause of each problem. Maybe your grades are slipping because you spend too much time on social media or any other sort of distraction.
- Assign a score to each problem: Assign higher numbers to more important problems
- Group problems together by cause: Group together all the problems caused by spending too much time on social media.
- Add up the score of each group: The group with the highest score is the issue you should work on first.
- Take action.

### *Pomodoro Technique*

The Pomodoro Technique was created by entrepreneur and author Francesco Cirillo. This technique uses a timer to break down your work into intervals. Each interval is known as a Pomodoro, named after the tomato-shaped timer that Cirillo created.

How it works:

- Choose a task you need to get done.
- Set a timer (e.g., for 25 mins).
- Focus on the task at hand.
- When the timer rings, put a checkmark on a piece of paper.
- Take a short break: Take a break for about three to five minutes. Go for a walk, grab a cup of coffee, do something non-work-related to give your brain a break.

Repeat steps two to five: Once you have completed this process four times, you can begin to take longer breaks (20–30 mins).

### *Eisenhower Matrix*

Before Dwight Eisenhower became president in 1953, he served in the U.S. Army as an Allied Forces Commander during World War II. He was faced with difficult decisions every day that led him to invent what is now called the Eisenhower matrix, or the urgent-important matrix.

How it works:

Organize your task list into four separate quadrants, sorting them by important vs. unimportant and urgent vs. not urgent, as shown in the graphic below. Urgent tasks are those we feel need to get done immediately. Important tasks are those that contribute to your long term goals or values. Ideally, you should only work on tasks in the top two quadrants—the other tasks, you should delegate or delete.

### **Questions and tasks for independent work**

1. Why is planning important to personal effectiveness?
2. What time management techniques do you know?

Exercise. Practicing time management techniques.

## TOPIC 7. PERSONAL RESOURCE MANAGEMENT

### Lecture 9. Features of Personal Resource Management

#### *Lecture plan*

1. *External and Internal Resources*
2. *Behavioral strategies: constructive and destructive*
3. *Peak experience as a resource*

Basic components: resources, capabilities, behavioral strategies, Peak experience

**1. External resources** are the things we use or rely on to do our jobs, meet a challenge, or respond to a need: they are structures, objects, fuel, materials, technology, tools, mechanical assistance, and so on. There are many types of external resources, but all share one trait: regardless of their origin or form, they are limited. Natural resources become depleted, physical materials are consumed, mechanical apparatus require energy and fuel and wear out over time. In addition, acquiring external resources almost always involves an expenditure of sorts, either financial or material.

There is a limit to the supply and longevity of external resources and constraints in terms of access—every thing has to reside somewhere. Employing external resources relies on having access to them. Most importantly, vulnerability and risk increase when there is an over-reliance on external resources to provide solutions. In moments of urgent need external resources can be unpredictable.

*Internal resources* are the capabilities we acquire over time: experience, knowledge, technical skills, perception, ability, insight, and so on. They are investments we make in ourselves. Internal resources are not confined by the same limitations as external resources. There are always more abilities and skills to acquire, more insight and experience to be gained.

Most importantly, the value of external and internal resources changes with their use. External resources decrease in capability and value as they are used and exhausted—physical resources become depleted with use, mechanical resources exhaust with time.

Internal resources, however, increase over time. As they are used, they grow in ability and value. Internal resources provide freedom and agility—they are always with us and ready for use as needed. As our internal resources increase, so do the capabilities of our external resources. Honing our ability to see external resources in terms of what they could be and could do beyond their current state increases their ability to meet our needs.

By increasing our internal resources, external resources increase their capacity without necessitating an increase in their consumption.

**2.** In psychology, behavior is divided into two main ones categories: **constructive and destructive behavior** or normal and abnormal. Abnormal behavior that results in destructive behavior, characterization by something that is not approved by others Societies that are non-standard and sometimes even pathological. It can being a deviation from the point of view of social, medical and psychological attitudes.

*A destructive behavior* model has a number of features:

- it causes most people to have a negative, negative assessment;
- does not meet social norms;
- it is associated with the negative orientation of the personality;
- it develops as a result of the lack of social adaptation;
- It has its own individual characteristics.

The basis of the destructive behavior model is:  
lack of motivation;  
inadequacy;  
lack of effectiveness.

*Constructive behavior* is a set of human actions and actions that are understood and accepted by others without causing them rejection. Such behavior can be called creating certain constructions, creative. Constructive behavior depends on a person's life positions, ideals and professional goals. If the ideals are high, do not conflict with eternal values, if a person successfully does his job, treats other people respectfully, he will always be perceived positively by others.

The tactics of constructive behavior, which allows to achieve communicative attractiveness, consists of the following main elements: sincere interest in other people, their personalities, affairs and hobbies; the ability to manage oneself, control one's emotional state, observe a culture of behavior; following social norms and rules adopted in this environment and supported by public opinion; the ability to captivate others by their interests and deeds, but without imposition.

**3. Peak experience** is a term humanistic psychologist Abraham Maslow used to describe a higher state of consciousness when humans perform at their best. A common term for a peak experience is *flow* or a *flow state*. Maslow believed that when having a peak experience, we are closest to our authentic selves—our true identities. The concept of flow and peak experiences is a kind of bridge between psychology and mysticism. In his research, Maslow found that although anyone (including children) can have a peak experience, self-actualizing individuals have these heightened experiences more frequently. That is, peak experiences are a sign of positive mental health and a part of our birthright. In «Toward a Psychology of Being», Maslow highlights 16 qualities he observed in those who realize a peak experience: Integrated, Oneness, Powerful, Effortlessness, Self-determined, Free of inhibitions, Spontaneous, Creative, Uniqueness, Present, Merging of self and other,

Nonstriving, Poetic expression, Completeness, Playfulness, Surprise.

Maslow points out the interrelatedness and overlapping nature of these qualities of a peak experience. So it's not that these qualities are separate; they just represent various identifiable attributes of a peak experience. But just listing out these attributes doesn't help us too much, so let's go deeper and explore each dimension in more detail.

*The importance of peak moments in the workplace*

It is difficult to overstate the impact of fostering an environment where employees regularly have peak moments. Research has shown that workplaces where peak moments are found are 13 times more likely to have highly engaged employees and three times less likely to have staff facing burnout. Even if just a single peak moment is experienced, staff are more likely to stay with their employer and have a positive view of their company. Instead of spending a great deal of time and resources to simply fix problems as they arise, forward thinking organizations will double-down on creating an environment where peak moments are the norm, rather than the outlier. Truly engaging employees and helping them reach their full potential is extremely difficult to achieve without creating memorable experiences that inspire their work.

### **Questions and tasks for independent work**

1. 1. Describe what applies to external and internal resources? What is the difference between them?
  2. What kind of behavior is called destructive in psychology? What are its causes?
  3. Formulate the signs of constructive behavior.
  4. What is the potential of peak experiences?
- Exercise. Description of the peak experience.

## TOPIC 8. STRESS MANAGEMENT

### Lecture 10. Stress management: techniques for the prevention of emotional burnout and the formation of stress resistance

#### *Lecture plan*

1. *Psychological stress as a special mental state*
2. *The concept of the phenomenon of "emotional burnout".*
3. *Systemic solutions for stress management and burnout prevention.*

Basic components: stress, emotional burnout, stress management.

1. The problem of the occurrence of stress in humans, its course and consequences attracts the attention of specialists in various fields of science, from doctors to sociologists and psychologists. Currently, from a *biological point of view*, stress is understood as a condition caused by excessively strong effects on the body, which is commonly called a stressor. Stress can be caused by stressful situations, which include all severe physical and neuropsychiatric stresses, including extremely hard work, cooling and overheating, lack of oxygen in the inhaled air, noise exposure, sudden fright, anxiety, pain and anger.

In biological adaptation, that is, in adaptation to stress, there are three stages: 1) the stage of anxiety is the emergency mobilization of the protective functions of the body; 2) the stage of resistance is the steady maintenance of the achieved level of adaptability; 3) the stage of exhaustion is the decline of strength, the occurrence of maladaptation.

The concept of *emotional stress* is introduced by R. Lazarus. In his opinion, emotional stress is associated with the activation of cognitive activity, through which a person determines the degree of threat to himself and compares the difficulties encountered with his own abilities to overcome them.

Psychological stress belongs to those psychological phenomena that are called mental states and which are understood as the holistic originality of all processes occurring in the human psyche at a given moment or over a certain period of time.

Thus, psychological stress is a special mental state characterized by nonspecific systemic changes in the activity of the human psyche, expressing its organization and mobilization in connection with the increased demands of a new situation.

The presence of an imbalance in the personality – professional environment system determines a wide range of negative manifestations of stress, including various characteristics of reduced labor efficiency (low productivity, errors caused by the "human factor", inappropriate behaviors), as well as violations of the physical and mental health of professionals (psychosomatic diseases, neurotic disorders, professional and personal deformations).

#### **Causes of stress**

When investigating the causes of stress, it is important to take an individual approach. What will become a great stress for one person may have almost no effect on another. For example, one perceives the dismissal as a tragedy, and the other as a temporary difficulty and a task that needs to be solved as quickly as possible. However, it is possible to identify common factors of psychological stress:

- Any major changes in life – a wedding, divorce, the birth of a child, moving, changing jobs, the death of a loved one.

- Physical or mental health problems, especially serious injuries and incurable diseases.
- External adverse conditions – natural disasters, a pandemic, socio-political and economic instability in society.
- Difficult living and working conditions – financial difficulties, dangerous work, pressure or harassment in the team, high loads or a passive lifestyle and sedentary work.
- Conflicts in relationships with relatives, colleagues, and friends.
- Crises are personal, age-related, existential (meaning of life and self-search), family and others.

In addition to external factors, the psychological causes of stress include internal factors, for example, untreated psychotrauma. So, people who grew up with toxic parents and did not separate from them continue to live in stress and at the mercy of their injuries. It becomes a chronic stress for them.

**2. Burnout syndrome** (hereinafter termed burnout) is a state of emotional exhaustion, physical fatigue and cognitive weariness caused by long-term uncontrolled and unresolved work stressors and possibly by other long-term personal and environmental stressors such as major illness, family difficulties, or other persistent adversity. The impetus for burnout comprises interactions between endogenous person-specific and exogenous work-related factors. Although burnout itself is a distinct phenomenon, there is an overlap between burnout and depressive symptoms, and individuals with severe clinical burnout may have transient manifestations of depression or subclinical depression. Anyone with burnout may be susceptible to frank clinical depression.

The 11th Revision of the International Classification of Diseases (ICD-11) of the World Health Organization (WHO) states the following:

Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

- feelings of energy depletion or exhaustion,
- increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and
- reduced professional efficacy.

Thus, according to the WHO, burnout is not considered a medical condition but is entirely an occupational phenomenon.

Initially, the signs and symptoms of burnout are subtle, with gradual progression. Although aware of negative changes in their mental (emotional, cognitive) and physical functioning, at first, many affected individuals neither recognize nor understand the connection between these changes and the depletion of their resources of mental and physical energy and well-being.

Although according to the WHO definition, burnout is not a medical condition, it is imperative to rule out unrelated exhausting disorders, adjustment disorder, depression, or anxiety and to recognize reported evidence of a link between persistently significant clinical burnout and insomnia, cardiovascular disease, and features of some metabolic disorders such as increased levels of triglycerides, low density lipoprotein, total cholesterol, and fasting glucose.

## **Symptoms of stress and burnout**

### **Physical**

- Chronic tiredness – sleep does not refresh.
- Decreased immunity – susceptible to colds, flu, allergies.
- Aches and pains in joints, muscles, stomach or back.
- Sleep affected – hard to get to sleep or wake early.
- Weight loss / weight gain.



**Behavioural**

- Rejecting help.
- Lack of effectiveness.
- Paranoid reaction, overly suspicious of others.
- Not turning up to work / keeping commitments/decreased responsibility / professionalism.

**Emotional**

- Depression.
- Rigid thinking, lack of problem solving ability.
- Resentfulness.
- Negative mind set and irritability.
- Crying or getting angry easily and inappropriately.
- Forgetfulness.
- Anxiety.

**Spiritual**

- Cynicism about previously valued things.
- Devoid of joy and unable to laugh.
- Sense of futility and loss of meaning.
- Inner sense of emptiness – nothing left to ‘give’.

**Contributing factors to stress.** There are many potential contributing factors to stress. They can be grouped in four ways: the nature of our work; personal or individual factors; organisational factors – the nature of our organisation (which the whole group is responsible for); and larger socio-political factors over which we have little control.

**The nature of our work.** Much social change activist work involves some or all of the following:

- Prolonged attention on disturbing and negative information and future projections.
- Crisis work with a short term focus.
- Apparent lack of results – sometimes unrealistic expectations due to lack of understanding of the long-term nature of social movements.
- Working against societal resistance.
- Lack of resources.

**Personal factors.** These interact with stressors related to personal relationships, identity, state of health:

- Motives / sense of identity (who we are) / personal values are equated with what we get done (or are seen to be doing).
- Accumulation, of emotions that are not dealt with for instance: grief, disappointment, conflict, uncertainty, frustration and obsession.
- Denial of basic needs, for example the needs for adequate nutrition, exercise, sleep, time-out, recreation, creativity, intimacy, spirituality, or privacy.
- Lack of personal planning / time management skills.
- Inability to set boundaries and limits – staying focussed and effective.

**Organisational factors**

- Lack of clear and achievable goal setting, prioritising or realistic expectations.
- Lack of review, evaluation, feedback or celebration.
- Low team morale or support for individuals.

- Unresolved conflicts or unawareness of oppressive attitudes or practices.
- Chaotic, noisy, cramped or unaesthetic work environments.
- Insufficient induction to jobs/roles and/or lack of training.

**3. Reduce individual vulnerability and build resistance.** Proper workplace organization, built relationships within the team, clear assignment of tasks and formulation of goals, creation of a recreation room or the introduction of sports practices, as well as competent workload distribution are basic tools that can help an employee feel better at the early stages of the syndrome development. Experts note that the most effective solution is a combination of occupational safety and mental and physical health measures.

Develop self exploration / self awareness to rework attitudes, beliefs and self talk:

- Talk, investigate check out perceptions.
- Increase self confidence and assertiveness skills.
- Improve social supports.
- Balance work and leisure.
- Get enough sleep.
- Improve health status through nutrition and exercise.
- Decrease use of alcohol, drugs, caffeine and nicotine.
- Reduce impact of stress reactions.

Learn and use calming techniques and stress releasers eg:

- Relaxation training.
- Meditation.
- Massage.
- Exercise.
- Give priority to self renewal activities.
- Be willing to seek professional help and other support.

### **Questions and tasks for independent work**

1. What is stress?
2. What types of stress do you know?
3. What are the main causes of emotional burnout?

Self-diagnosis of the level of professional burnout by the method of choice.

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